

RUBRICS

PERFORMANCE STANDARDS

DOMAIN I: PLANNING

INDICATOR A. Establishes appropriate instructional goals and objectives

PERFORMANCE LEVEL A

Goals/objectives are primarily driven by the text and the curriculum with some attention to the current students' needs and performances. Priority is placed on the "coverage" of content without appropriate attention to students' readiness levels. Recall and comprehension are the primary cognitive levels within the planning of goals/objectives.

PERFORMANCE LEVEL B

Identification of group knowledge/performance levels generally determines the selection of goals/objectives. The teacher focuses on short-term planning (units and daily lessons) with some attention to a developmental sequence of goals that produce long-term results. Goals/objectives center on building knowledge around the content. Activities provide opportunities to engage in higher levels of thinking.

PERFORMANCE LEVEL C

A logical, clear, and appropriate connection exists between the goals/objectives and the characteristics of the students the teacher is currently instructing. Decisions regarding the breadth, depth, and sequencing of goals/objectives are based upon the current students' needs and performances. Long-term planning is used to create an efficient and developmental pathway to learning. The teacher can identify expected student outcomes and the path through which students may reach these outcomes. Effective short-term planning allows for the modification of goals/objectives based on students' current functional levels. Goals/objectives provide for deliberate skill development in the thinking processes.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS

DOMAIN I: PLANNING

INDICATOR B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

PERFORMANCE LEVEL A

Activities which relate to the topic are the primary emphasis of plans as opposed to developmental instructional designs. Some consideration is given to student readiness levels when designing instructional plans. Learning experiences provide opportunities for the integration of knowledge and skills from related subject areas. Materials/media/technology are chosen based on their relevance to the topic.

PERFORMANCE LEVEL B

Instructional plans focus on activities through which goals/objectives may be achieved. The learning is connected to real life and future careers. Instructional plans are constructed with attention to connecting the curriculum with student strengths/experiences. Plans reflect appropriate steps in a short-term learning process. Plans include learning experiences which require the integration of knowledge and skills from related subject areas. Materials/media/technology are chosen based on their relevance to the topic and support the achievement of goals/objectives.

PERFORMANCE LEVEL C

The teacher designs instructional plans which provide optimal opportunities for students to achieve the desired outcomes as stated in goals/objectives. Instructional plans have been constructed to match the current students' needs (e.g., developmental stages, prior knowledge, learning modes, and interests). Instructional plans align goals/objectives, learning strategies, assessment, and students' needs--at the appropriate level of difficulty. Curricular goals, students' experiences/strengths, and real life and future career choices are clearly connected within the instructional plans. Instructional plans provide for experiences which ensure sustained student learning and integrate knowledge, skills, and methods of inquiry from several related subject areas. Materials/media/technology are carefully evaluated and appropriately used within instructional plans for the purpose of enhancing students' learning.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS

DOMAIN I: PLANNING

INDICATOR C. Plans instructional opportunities that are adapted to diverse students

PERFORMANCE LEVEL A

Physical needs are considered when designing strategies to accommodate for student learning. Varied materials/strategies address more than one mode of learning in the group. Cognitive needs are addressed as they arise in the classroom. Modifications as indicated on student IEP's are implemented.

PERFORMANCE LEVEL B

Group assessment information is used in the planning process to design lessons which effectively accommodate for group differences. Plans and materials appropriately accommodate for general student differences through remedial and enrichment activities planned around the topic or content. Instructional plans include teaching approaches which are sensitive to the multiple experiences of learners and that address different learning and performance modes. Recommendations on IEP's are correctly interpreted and appropriately implemented.

PERFORMANCE LEVEL C

Ongoing assessment regarding individual and group performance is used to design instruction to meet students' current needs (i.e., cognitive, social, emotional, and physical) and facilitates movement to the next level of development. When needed, learning experiences are tailored for individual students. Instructional plans are appropriately adapted to meet the needs of students of diverse cultural and language backgrounds.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS

DOMAIN II: TEACHING STRATEGIES

INDICATOR A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful

PERFORMANCE LEVEL A

Information is correct and students are provided access to definitions, examples, and explanations related to the topic. The clarity of the content information varies. Language used to convey the concepts/skills may not be precise. The appropriateness of the pacing varies.

PERFORMANCE LEVEL B

Definitions, examples, and explanations are chosen to encourage student understanding of concepts. Content is generally presented with clarity and with attention to students' previous learning. Language used to convey the concepts/skills is generally precise. Pacing is determined by the difficulty of the material. Students are provided access to experiences that make the subject matter meaningful.

PERFORMANCE LEVEL C

Multiple representations and explanations of disciplinary concepts are used effectively to support students' understanding. An understanding of the central concepts, tools of inquiry, and structures of the discipline(s) is evidenced through the utilization of the most appropriate strategies for these particular students and goal(s)/objective(s). The role of the teacher varies in the instructional process (i.e., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. Concepts are communicated with clarity through the use of precise language. Key ideas/concepts are linked to students' prior understanding. Appropriate strategies are used to engage students' cognitive processes, stimulate thinking, and make the subject matter meaningful. Pacing is appropriate to the difficulty of the material and to the level of students' understanding.

Data Sources: Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS

DOMAIN II: TEACHING STRATEGIES

INDICATOR B. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills

PERFORMANCE LEVEL A

Students are provided with practice activities which are related to the topic. The strategies employed emphasize recall and rote drill without attention to the underlying development of understanding and the development of the thinking processes. Practice and review activities emphasize skills/concepts in isolation.

PERFORMANCE LEVEL B

Practice activities support the achievement of the instructional goal(s)/objective(s) with consideration of the developmental levels of students. Practice centers on recall, comprehension and application. Practice and review activities reinforce students' learning by creating bridges with other learnings. Activities encourage engagement of students in the learning.

PERFORMANCE LEVEL C

Strategies are appropriately employed which actively engage students in productive, authentic learning opportunities. These learning opportunities focus on developing performance capabilities and the higher order skills required in the modern workplace such as problem-solving and decision-making skills, learning strategies, and creative thinking.

Data Sources: Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS

DOMAIN II: TEACHING STRATEGIES

INDICATOR C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning

PERFORMANCE LEVEL A

Students are generally focused on the content. Strategies are sometimes used to relate the content to students' prior knowledge, experiences, and backgrounds. Students participate in the learning opportunities. Students are encouraged to share their thinking and ideas.

PERFORMANCE LEVEL B

Students are focused on the content and are actively engaged in the learning opportunities. Strategies to relate the concepts/skills to students' prior knowledge and experiences are used. Learning becomes meaningful for the students in regard to past learning and future learning. Students are provided opportunities to be engaged in generating knowledge and developing perspectives. Communication to students emphasizes that developing employability skills is important for all age/grade levels.

PERFORMANCE LEVEL C

Strategies are consistently employed which link students' prior knowledge, experiences, and family and cultural backgrounds. The importance of the learning is demonstrated through the strategies/activities used for active student engagement. Strategies include learning opportunities designed to foster the development of qualities such as dependability, positive attitude toward work, conscientiousness, cooperation, adaptability, and self-discipline. Examples of student thinking are elicited and student reflection on their own ideas and those of others is stimulated. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. Strategies are employed to move students from active participation to true involvement (ownership of the learning).

Data Sources: Planning Information Records, Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS

DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions

PERFORMANCE LEVEL A

Assessment is primarily used to document student performance. Grades/scores are based on assessment results with limited use of this assessment for diagnosis/instruction. Assessment is used to measure student learning at the end of units of study. General monitoring (i.e., questions, homework) is used to identify students' status. Reteaching is used when general class misunderstanding is demonstrated.

PERFORMANCE LEVEL B

Assessment is used at the beginning of the year to make instructional decisions regarding the course of study. Appropriate assessment methods/instruments are selected for the outcomes being measured. Assessment strategies (formal or informal) are used to elicit information regarding student experiences, modes of learning, needs, attitudes and progress. All forms of assessment are appropriately administered and the results are accurately interpreted. This data is used when making instructional decisions throughout the year.

PERFORMANCE LEVEL C

An understanding of measurement theory and assessment related issues (i.e., validity, reliability, bias, scoring concerns) is demonstrated through the use and interpretation of all types of assessment. Given this understanding, teacher-made tests show appropriate construction for measuring intended outcomes. Ongoing assessment is accurately and systematically used to plan/refine/modify the students' instruction. Remediation, instruction, or enrichment is based on the diagnosis of the point of learning as opposed to a general understanding/misunderstanding. Appropriate techniques are used during instruction to assess student understanding/mastery of the goals/objectives.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences

RUBRICS

PERFORMANCE STANDARDS

DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR B. Communicates student status and progress to students, their parents, and appropriate others

PERFORMANCE LEVEL A

Cumulative student reports are provided to students, parents, and appropriate others at required intervals. Students are provided general feedback reflecting the correctness or incorrectness of their responses. Required records of student work and performance are maintained.

PERFORMANCE LEVEL B

Students are regularly informed of the accuracy of their responses and of their status regarding the accomplishment of goals/objectives. Additionally, parents and appropriate others are informed on a timely basis of a student's status, as well as academic and affective changes. Routines have been established for two-way communication with students, parents, and appropriate others.

PERFORMANCE LEVEL C

Diagnostic and prescriptive information is provided to students, parents, and appropriate others for the purpose of improving performance. Attention is focused on what needs to be done to move to the next performance level. Communication strategies have been refined to ensure that parent/student feedback will effect a change. Useful records of student work and performance are maintained.

Data Sources: Educator Information Record, Classroom Observations, Educator Conferences

RUBRICS

PERFORMANCE STANDARDS

DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR C. Reflects on teaching practice by evaluating continually the effects of instruction

PERFORMANCE LEVEL A

Assessment focuses on student achievement with limited connections made to the effectiveness of the strategies/techniques employed. The educator's reflections include an accurate description of classroom behaviors including sequence of events, teacher/student behaviors, and time frames. Given this accurate description, the educator can determine an overall level of success.

PERFORMANCE LEVEL B

A variety of assessment results are used to determine the relationship between student success and teacher behaviors. The educator can accurately interpret these results in terms of the effectiveness of the strategies/techniques employed. Modifications/adaptations/refinements in teaching strategies and behaviors are made based on the accurate interpretation of this data.

PERFORMANCE LEVEL C

The teacher can communicate specific examples of the cyclical process of reflection, assessment, and learning. Classroom data, information about student progress, and research are used as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Data Sources: Educator Information Record, Reflecting Information Records, Educator Conferences

RUBRICS

PERFORMANCE STANDARDS

DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR D. Evaluates student performance and determines the amount of progress

PERFORMANCE LEVEL A

Grades/cumulative scores are cited as evidence of student growth. The use of baseline data is limited in the interpretation of student learning. General statements are provided to document formal/informal assessment of both academic growth and positive attitudinal change.

PERFORMANCE LEVEL B

Assessment techniques are used to determine students' performance level prior to and after instruction. The amount of student growth as well as possible intervening variables are communicated knowledgeably. Assessment strategies may be limited in type but include structured measurement of both cognitive and affective domains. The teacher can communicate the accuracy and usefulness of the data.

PERFORMANCE LEVEL C

Appropriate assessment techniques are used to evaluate what students know and are able to do as a result of instruction. Both cognitive and affective assessments are appropriately used to provide a more complete profile of student growth. Student growth is communicated knowledgeably and responsibly. Knowledge and understanding of any intervening variables is used to determine an accurate amount of progress.

Data Sources: Educator Information Record, Reflecting Information Records, Educator Conferences

RUBRICS

PERFORMANCE STANDARDS

DOMAIN IV: LEARNING ENVIRONMENT

INDICATOR A. Creates a learning climate that supports the development of student abilities

PERFORMANCE LEVEL A

Student behavior is maintained through learning opportunities which are teacher controlled. When inappropriate behavior is recognized, the teacher demonstrates a knowledge of reasonable and acceptable management techniques. Expectations for students are sometimes unclear. Students are held accountable for completing assignments, turning in work, and participating in classroom discussions. Students are addressed in a positive manner.

PERFORMANCE LEVEL B

Behavior is maintained through appropriate classroom management techniques. The teacher uses classroom management techniques which foster self-control and self-discipline. Appropriate strategies are used to de-escalate potential conflicts. Standards of mutually respectful interactions within the classroom (teacher/student, student/student) are established and maintained. Norms for academic discussions and individual and group work are established. Purposeful, challenging learning interactions are generally evident.

PERFORMANCE LEVEL C

A range of strategies is used to create a smoothly functioning learning community. Behavior is maintained and a climate conducive to learning is established as students work independently and collaboratively in purposeful learning activities. Expectations for student interactions, academic discussions, and individual and group responsibilities are evident. Purposeful communication is exhibited by students and teacher. Students are addressed and challenged in an appropriate and supportive manner. A classroom environment is maintained in which students feel safe to experiment with new ideas and ways of learning. Strategies are employed with students which facilitate the development of an internal locus of control. Conflict resolution strategies are used to maintain an environment conducive for learning.

Data Sources: Classroom Observations, Reflecting Information Records, Educator Conferences

RUBRICS

PERFORMANCE STANDARDS

DOMAIN IV: LEARNING ENVIRONMENT

INDICATOR B. Manages classroom resources effectively

PERFORMANCE LEVEL A

Class time is generally used for instructional purposes; however, administrative/management duties may require attention that distracts from the learning process. Instructional assistants' time is used appropriately. Classroom resources are used to promote learning opportunities. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

PERFORMANCE LEVEL B

Class time is spent in learning with minimal attention to administrative duties. Time and skills of instructional assistants are appropriately managed to support student learning. Available classroom resources are appropriately incorporated into learning opportunities. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

PERFORMANCE LEVEL C

The resources of time, space, instructional assistants and attention are appropriately managed in order to provide active and equitable engagement of students in productive learning. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Available resources are appropriately used to facilitate efficient and effective learning. Routines are established for handling administrative matters quickly and efficiently, with minimum disruption of instructional time. A periodic review of classroom routines is conducted resulting in any needed revisions.

Data Sources: Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences

RUBRICS

PERFORMANCE STANDARDS

DOMAIN V: PROFESSIONAL GROWTH

INDICATOR A. Collaborates with colleagues and appropriate others

PERFORMANCE LEVEL A

The teacher participates in team oriented tasks where cooperation is necessary for task completion and engages in interactions with other professionals which result in learning. Additionally, teacher works cooperatively with colleagues to identify target area(s) for school/system improvement.

PERFORMANCE LEVEL B

Engagement in collaborative activities results in mutual learning. Additionally, evidence is provided to demonstrate participation in collegial activities designed to make the school a productive learning environment. The teacher articulates the purpose, scope, and outcomes of each collaboration. The teacher consults with colleagues and appropriate others for the purpose of developing cooperative partnerships in support of student learning.

PERFORMANCE LEVEL C

The teacher can identify/recognize situations when and where collaboration with others will not only enhance his/her own learning but also has the capacity to improve student performance. Collaborations are broadened to include diverse resources such as outside practitioners, research findings, parents, community resources, agencies, etc. Insights and experiences resulting from professional growth activities are appropriately shared with colleagues.

Data Sources: Educator Information Record, Evaluator Data, Growth Plans

RUBRICS

PERFORMANCE STANDARDS

DOMAIN V: PROFESSIONAL GROWTH

INDICATOR B. Engages in professional development

PERFORMANCE LEVEL A

The teacher can identify general performance levels and can prioritize areas for future growth. The teacher provides evidence of participation in professional growth opportunities.

PERFORMANCE LEVEL B

A self-assessment is completed using data from multiple perspectives. Professional growth activities reflect attention to the identified priorities for growth. Learning from professional growth opportunities is applied (directly or indirectly) to the instruction/services provided to students. Professional growth experiences demonstrate varied formats for growth.

PERFORMANCE LEVEL C

The teacher has selected professional growth opportunities which improved his/her performance, expanded his/her teaching repertoire, improved student performance, and exposed him/her to emerging professional practices. The teacher demonstrates productive leadership by actively sharing experiences and seeking and giving feedback.

Data Sources: Educator Information Record, Evaluator Data, Growth Plans

RUBRICS

PERFORMANCE STANDARDS

DOMAIN V: PROFESSIONAL GROWTH

INDICATOR C. Performs professional responsibilities efficiently

PERFORMANCE LEVEL A

The teacher adheres to school/system policies and procedures. The teacher is on time for class, meetings, and other scheduled activities. Records are accurately maintained.

PERFORMANCE LEVEL B

Assigned tasks and responsibilities are completed on schedule. A satisfactory record of attendance and punctuality is maintained. Records are complete, accurate, and up to date. Safety issues within the teacher's control are addressed effectively.

PERFORMANCE LEVEL C

In addition to the responsibilities above, the teacher demonstrates an understanding of and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). The teacher maintains the privacy of students and confidentiality of information except when to do so would harm the child.

Data Sources: Evaluator Data

RUBRICS

PERFORMANCE STANDARDS

DOMAIN VI: COMMUNICATION

INDICATOR A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others

PERFORMANCE LEVEL A

Clear communication is evidenced by the use of appropriate grammar and the logical organization of information. The teacher speaks clearly and chooses vocabulary appropriate to the level of the audience. Two-way communication is fostered by asking questions, listening, and assisting others in expressing ideas.

PERFORMANCE LEVEL B

Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies in asking questions, listening, giving directions, probing for understanding and helping others to express their ideas. Language and delivery techniques are appropriately chosen for clear communication given the audience being addressed. An appropriate volume and pace are used for the specific audience and the content being communicate.

PERFORMANCE LEVEL C

The teacher models effective communication strategies with students, parents, and appropriate others in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages; restating ideas; drawing connections; using visual, aural, and kinesthetic cues; and being sensitive to non-verbal cues given and received). Others' input is elicited and strategies to facilitate their productive contributions to the dialogue are employed. The teacher understands the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication. The teacher makes links with the students' other environments by communicating with parents, counselors, teachers of other classes, and for the purpose of developing cooperative partnerships in support of student learning.

Data Sources: Classroom Observations, Evaluator Data, Educator Information Record

RUBRICS

PERFORMANCE STANDARDS

DOMAIN VI: COMMUNICATION

INDICATOR B. Writes clearly and correctly

PERFORMANCE LEVEL A

Correct grammar is used in written communication. Handwriting is legible. Written information is organized and the vocabulary chosen is appropriate to the level of the audience.

PERFORMANCE LEVEL B

Correct grammar and mechanics are used. Written information is logically organized and complete for the intended purpose and audience. Information is appropriately designed for the specific audience.

PERFORMANCE LEVEL C

Written information is structured for clear and concise exchange of information. Consideration for the level of audience, intended purpose, and expected outcomes is evident. The reader's experiences, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools (e.g., audio-visual aids, computers) to enrich communication opportunities.

Data Sources: Classroom Observations, Evaluator Data, Educator Information Record